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UbD/DI Ch. 5

**Chapter 5**

Understanding how to effectively assess student performance is a concept that I have been inwardly concerned about when reflecting on what my strengths and weaknesses of an educator may be. In my own experience, I happened to be one of the lucky ones that performed well on traditional academic tests, so I have had less of a reason to reflect on the negative aspects of one-dimensional testing or reasons to avoid it. That being said, I was able to take a lot from this chapter about the different facets of assessment and how to avoid the pitfalls of relying on exclusively “summative assessments”. The example of using “photo albums” rather than “snapshots” to offer meaningful assessments is a great analogy outlining the major concept of this chapter. By incorporating a balance of diagnostic (before curriculum), formative (during), and summative (after) assessments, one is more able to get a full view of where the individual students have progressed in relation to the goals set during the introductory stage (stage 1). I think that anybody who shared my fear of understanding assessment benefits from the way this chapter outlines a comprehensive and meaningful way of HOW to assess differentially while also illustrating examples of common mistakes that offer reasons WHY differentiating assessment is so important.